



Families In Schools

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Objectives

1. Provide an overview of FIS work
2. Highlight some observations of stakeholder engagement efforts as part of LCFF
3. Overview of authentic parent engagement components



FIS Background

Why Parent Engagement?

- “When schools use effective family engagement practices, students are **10 times more likely to improve their math performance** and **4 times more likely to improve their reading performance.**” *(Byrk, Sebring, Allensworth, Luppescu, & Easton , 2012).*
- “When parents participated in academic enrichment activities with their children outside of school for an average of less than 12 weeks, **children demonstrated an equivalent of 4- to 5-months improvement in reading or math performance.**” *Summarized from Nye, C., Turner, H. M., & Schwartz, J. B. (2006).*
- “Teacher perception of **parent support was one of the strongest predictors of stability in teaching staff.** When teachers feel supported by families, they tend to stay in their school.” *The Schools Teachers Leave Elaine Allensworth, et al, CCSR, 2009.*



FIS Background

- FIS was created in 2000
- Mission: to promote parent engagement as a strategy to support **student achievement**
- State-Wide Organization
 - ✓ Training for school staff
 - ✓ Workshops & awareness campaigns for parents
 - ✓ Advocate
- Reach
 - ✓ 3,000 school staff trained since 2000
 - ✓ 200,000 parents reached per year



FIS Background

FIS Program Outcomes

- Families participating in family literacy programs significantly **increased** the amount of time they spend reading with their children to an average of **29 minutes per day**
- Families participating in college awareness programs **significantly increased** their confidence on how to support their child and the frequency in communication with their child's teacher
- **78% of parents** stated that their child was better prepared to start the next school year after taking part of the summer awareness program



LCFF & Parent Engagement

Stakeholder Engagement

1. Districts are implementing various engagement practices
 - Surveys, community sessions, advisory committees
2. Parent Advisory Committees
 - Lack of consistency in composition, selection process, training



LCFF & Parent Engagement

State-Wide Priority

- LCFF seeks to change the culture of the schools
- In October of 2013, FIS began to convene organizations to discuss parent engagement to answer the question: “*what does authentic parent engagement look like at schools?*”
- From the conversations, review of research, we identified **6 key components of authentic** parent engagement



6 Components of Authentic Parent Engagement

Please refer to the following link to see an info graphic on authentic parent engagement:

<http://parentsmatternow.org/wp-content/uploads/2013/10/Parent-Engagement-Diagram-ENGLISH-Final.pdf>



Authentic Parent Engagement Components

- More than 48 organizations have endorsed these framework
 - ✓ California Forward, Dolores Huerta Foundation, United Way of LA, COFEM, Early Edge, NCLR, Stone Soup, among others
- Key practices:
 - ✓ Staff training, home visitations, school-parent compacts, quality workshops for families, training for parent leaders, engage in decision-making, tracking, monitoring of parent grievances, adequate financial resources
- Outcomes:
 - ✓ Student achievement increases, frequency of parent-school communication, increased activity at home to support learning, volunteerism, student attendance, homework completion



FIS LCFF Community Engagement

- FIS and partner organizations have reached more than 1,000 parents to inform them about LCFF throughout California
- Parents want to get involved
- More outreach is needed; better data
- Parent Engagement is the most pressing priority of communities across the state
 - Link: <http://test2013.bhclongbeach.org/download-file/2013/11/SchoolSuccessExpressFinalReport.pdf>